DOCUMENT RESUME

ED 140 552 EC 101 165

AUTHOR	Sallop, Marvin E., Ed.
TITLE	Report on the Parent-Professional Forum: Education Day.
INSTITUTION	Texas Education Agency, Austin. Office of Education for the Deaf.
PUB DATE	Feb 77
NOTE	81p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Aurally Handicapped; *Deaf; Identification; Normalization (Handicapped); Parent Attitudes; *Parent Participation; *Program Descriptions; Program Evaluation; Program Planning; Regional Programs; Residential Programs; *State Programs
IDENTIFIERS	Least Restrictive Placement Alternative; *Texas

ABSTRACT

Provided are the proceedings of an educational forum sponsored by the Parent/Professional section of the Office of Education for the Deaf in Texas. Included are the texts of the following presentations: welcome addresses, (G. Butler, A. Menchu, D. Pettingill, and G. Curtis); "Programming Towards the Least Restrictive Alternative" (D. Burke), "Reason and Rhyme to Meeting Local Needs" (D. Cunningham and J. Pino--includes copies of the statewide planning design, regional program evaluation guide, and subjective prioritizing criteria); "Lisa and Her Soundless World" (B. Johnson); "Early Detection, Identification, and Service" (C. Mitchell); "A Pilot Foster Residential Component" (L. Marshall); "Strengthening Home-School Bonds" (A. Phillips); and "Parent Reactions to Regional Day School Program Planning" (B. Johnson--includes a copy of the evaluation questionnaire and statewide priorities). Appended is a roster of participants. (IM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140552

REPORT ON THE PARENT-PROFESSIONAL FORUM:

EDUCATION DAY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Inn of the Six Flags
Arlington, Texas

June 11, 1976

Arranged by:

Office of Education for the Deaf
Texas Education Agency

MARVIN B. SALLOP, Editor

Freda Carter, typist
Donna Keenar, typist

Cover design and printing by:

Media Center
Texas Education Agency
Austin, Texas

1976

EC101165

INTRODUCTION

Marvin B. Sallop

The Office of Education for the Deaf, Texas Education Agency was asked to arrange an educational forum as part of the III Biennial Convention of the Parent/Professional Section of the Texas Association of the Deaf (PPS/TAD).

This task was willingly accepted as one more facet of a continuing dialogue among parents and the professional community of Texas concerned with quality education of hearing impaired students.

Lest there be any misconception of Education Day, this was not a one time formal opportunity for dialogue or professionals talking to parents, but rather a continuation of a statewide, year-round process to open and honest communication. It was another opportunity for parents and educators to share feelings and observations about their common interests--the education of hearing impaired students in Texas.

Communication is often called a two-way street. It implies understanding the other person's ideas and feelings. This report is an attempt to communicate with you, the reader. Opinions and comments of concerned people--parents, teachers and administrators, which are printed on these pages, ask for your understanding. We ask also for your opinions and comments in a continual dialogue among interested people; we ask for your support and encouragement of the process of providing quality educational services to the hearing impaired students of Texas, for this is the essence of what makes every day Education Day.

Marvin B. Sallop
Editor

Mr. Sallop is the Educational Program Director, Office of Education for the Deaf, Gulf Coast Region, Houston, Texas.

TABLE OF CONTENTS

INTRODUCTION
Marvin B. Sallop iii

TABLE OF CONTENTS v

EDUCATION DAY PROGRAM vii

WELCOME
Gwen D. Butler 1

Andres Menchu 2

Don G. Pettingill 3

Gary A. Curtis 5

PROGRAMMING TOWARDS THE LEAST RESTRICTIVE ALTERNATIVE
Douglas J. N. Burke 9

PANEL AND AUDIENCE REACTION 15

REASON AND RHYME TO MEETING LOCAL NEEDS
Dean Cunningham and Jacob Pino 19

Appendix A: Statewide Planning Design 23

Appendix B: Regional Program Evaluation Guide 24

Appendix C: Subjective Prioritizing Criteria 31

LISA AND HER SOUNDLESS WORLD
Bob Johnson 35

EARLY DETECTION, IDENTIFICATION AND SERVICE
Caroline Mitchell 39

PANEL AND AUDIENCE REACTION 45

A PILOT FOSTER RESIDENTIAL COMPONENT
Larry Marshall 49

STRENGTHENING HOME-SCHOOL BONDS
Ann Phillips 61

PANEL AND AUDIENCE REACTION 65

PARENT REACTIONS TO REGIONAL DAY SCHOOL PROGRAM PLANNING
Bob Johnson 69

Appendix A: Evaluation Questionnaire 71

Appendix B: Statewide Priorities 75

ROSTER OF PARTICIPANTS 83

EDUCATION DAY

9:00 a.m.	WELCOME AND INTRODUCTORY REMARKS	
	Mr. Gwen Butler	Mr. Don Pettingill
	Mr. Andres Menchu	Mr. Gary Curtis
9:30 a.m.	MANAGED INTEGRATION FOR THE HEARING IMPAIRED: ATTENTION TO THE LEAST RESTRICTIVE ENVIRONMENT	
	Moderator:	Mr. S. S. Stephens
	Speakers:	Dr. Barbara Beggs
		Mr. Douglas Burke
	Panel of Reactors:	Dr. Michael Moore
		Ms. Jane Shuford
11:00 a.m.	REASON AND RHYME TO MEETING LOCAL NEEDS: PLANNING, BUDGETING AND EVALUATION IN THE REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF	
	Speakers:	Mr. Dean Cunningham
		Dr. Jacob Pino
11:45 a.m.	SLIDE PRESENTATION: "LISA AND HER SILENT WORLD"	
	Speaker:	Mr. Bob Johnson
12:15 p.m.	LUNCH	
1:30 p.m.	EARLY DETECTION, IDENTIFICATION AND SERVICES FOR THE HEARING IMPAIRED	
	Moderator:	Mr. John Gonzales
	Speaker:	Dr. Caroline Mitchell
	Panel of Reactors:	Ms. Susan Cox
		Ms. Kitty Ferguson
		Mr. Frank Powell
2:45 p.m.	BREAK	
3:00 p.m.	STRENGTHENING HOME-SCHOOL BONDS	
	Moderator:	Ms. Viki Williams
	Speakers:	Mr. Larry Marshall
		Ms. Ann Phillips
	Panel of Reactors:	Ms. Sandra Burks
		Ms. Dorine Cunningham
		Ms. Carol Menchu

WELCOME AND INTRODUCTORY REMARKS

Mr. Gwen Butler
Mr. Andres Menchu
Mr. Don Pettingill
Mr. Gary Curtis

WELCOME

Gwen D. Butler

On behalf of the Texas Association of the Deaf, I extend a most cordial welcome to all of you.

It was not so many years ago that this organization, the Parent/Professional Section, came into existence through the untiring efforts of a few parents, professionals and deaf individuals. Throughout the last few years, this group has shown its worth time and time again in keeping parents informed, in pushing for more telephones for the deaf, in seeing that the Texas Commission of the Deaf was funded, in listening to the wishes of all the deaf and parents of deaf children and in committing itself to such noteworthy undertakings as this present Miss Deaf Texas Pageant and the Bicentennial Project. Our sincerest thanks go to the wonderful leadership and members. We do hope that this wonderful "working-togetherness" continues throughout the coming years.

With our unique statewide educational setup for the deaf in Texas, I believe there is no other appropriate theme for this meeting than "Education Day". This time provides the opportunity for parents, professionals, and interested deaf persons to listen to discussions and offer input. All this conforms to the objectives of the Parent/Professional Section. Naturally in the course of some discussions there are bound to be differences of opinion. This can be a great help if followed up with proper attitudes.

I would like to quote one of the sayings of Confucius, "A gem cannot be polished without much friction, nor a man perfected without trials." So let's hope whatever friction or trials occur throughout this meeting, that any conclusions will be of gem-like quality.

When all is said and done the discussions will not be half as important as the spirit of cooperation and "can-do" that the Parent/Professional Section has always shown.

Again, a most sincere welcome to all!

Mr. Butler is President of the Texas Association of the Deaf.

WELCOME

Andres Menchu

Welcome to the Third Biennial Convention of the Parent/ Professional Section of the Texas Association of the Deaf.

The active participation of the Texas Education Agency through "Education Day" in this Convention is a significant precedent; and, I hope that we are establishing a tradition.

Closer interaction between parents and professionals is necessary to strengthen and reinforce the education of our children. This interaction is obligatory in the case of our hearing impaired children.

"Education Day" is a fitting forum to provide an opportunity for dialogue to learn from each other. I am gratified that the proceedings of these meetings will be made available to the participants of this Convention and to those who could not be with us today.

On behalf of Parent/Professional and myself, I want to thank Mr. Gary Curtis and his staff for the realization of this "Education Day". Our appreciation is extended to all participants.

I hope that you will find "Education Day" beneficial, and perhaps you will find INSPIRATION to help sustain your role as a parent or educator, involved in deafness.

Mr. Menchu is president of the Parent/Professional Section of the Texas Association of the Deaf and a parent of a 11 year old deaf daughter.

WELCOME

Don G. Pettingill

One of the nicest things that can happen to an old Texas warhorse is to return home and find that progress is twenty years ahead of ten years ago.

In 1966 or 1967, the Texas Legislature passed a joint resolution calling for the Texas Legislative Council to make a special study of services to deaf citizens of Texas. Mr. Louis Orrill and I were honored to be chosen as the two deaf members of the study team.

As a result of this far-reaching study, a "Deaf Package" of legislation comprising 19 bills and totaling 51 million dollars was introduced in the 1967 Legislative Session by the late Paul Floyd, chairperson of the study.

As I remember it, eleven of the bills were passed, including the one which established the Commission for the Deaf. The Commission bill was vetoed by the Governor because no price tag was attached, and apparently the Governor was not willing to buy a "pig in a poke."

I left Texas in 1968 but have closely watched your activities ever since. I realize that you who have stayed and "fit, fought, bled, and nearly died" in the eternal struggle of winning full citizenship for all deaf people may not be able to fully comprehend the amazing progress you have managed to make. Let me assure you, however, that it appears to be substantial. Here are a few of your more impressive achievements.

1. The Commission for the Deaf bill was finally passed and is now in operation. With a bit of vision, hard work, and a few lucky breaks, that Commission can develop into a fine advocate for the deaf and deafness.

2. At the TAD Convention in Waco several years ago I was impressed to see the great number of parents and professionals joining with the state's deaf citizens in one of the most successful state conventions I have ever seen.

Mr. Pettingill is Assistant Director of Public Service Programs, Gallaudet College, Washington, D.C., and immediate past president of the National Association of the Deaf.

Now, today, you are beginning a two-day convention of a revolutionary Parent/Professional Section of the TAD. Congratulations on achieving the "impossible dream."

3. The Texas legislative Council study in 1966-67 took a long, hard look at the County-Wide Day School Program for the Deaf. Today Texas has "The New Partnership: Regional Day School Program for the Deaf."

4. Last but not least is the way Texas seems to have solved some of the problems of involving its deaf youth in activities and programs. One small instance is the PPS/TAD meeting and Miss Deaf Texas Pageant. It is gratifying to see so many young deaf people pitching in and helping out. Believe me, this is something that other states would love to see happening, but have not quite achieved, it seems.

In closing, I want you all to know that I am very sincere in offering y'all a "job well done" pat on the back. I am proud of Texas and its achievements and know I don't have to urge and plead with you to keep up the enthusiastic pushing and pulling!

WELCOME

Gary A. Curtis

Those of us who work with the Regional Day School Program for the Deaf take a great deal of personal pleasure and professional pride in cooperating with the Parent/Professional Section of the Texas Association of the Deaf and arranging this EDUCATION DAY. We hope the topics are of interest to you and that the presentations and interaction concerning the topics will be stimulating and educational.

Our intent is to gain the feelings of parents of students enrolled in educational circumstances for hearing impaired persons in Texas and to incorporate those feelings into our plans for modification to existing circumstances and designs for new circumstances. We will also publish a proceedings of this effort and be certain that each of you receives a copy. We invite your constructive criticism and comments.

Although we will be running on a tight time schedule--starting and stopping exactly as your program states--we certainly have time for informal business. Let's just talk and share mutual concerns. Regional superintendents, educational program directors, and our state office personnel are all here, and we hope to visit with you over coffee, after meetings, during lunch, and at other appropriate times. You are, perhaps our best needs assessment instruments.

May I say once again that we hope to receive a clear signal from how you parents feel about education of the deaf in Texas and, particularly, about the Regional Day School Program for the Deaf. As an excellent speaker stated in a recent meeting in Las Cruces, New Mexico, "Without parents we would have no concerns, but without them we certainly would have no solutions." Well, we too feel better solutions will be forthcoming with input from parents. We actively solicit your input. We expect it. We will act upon it.

We encourage positive interaction, planning, and proactive stances toward more effective strategies to serve hearing impaired students--your children--and in that tenor I join, on behalf of all Regional Day School Program for the Deaf persons and the Texas Education Agency, in welcoming you to EDUCATION DAY. May it be exactly that--an EDUCATION DAY--for all of us.

Mr. Curtis is Director of Education for the Deaf, Texas Education Agency, Austin, Texas.

MANAGED INTEGRATION FOR THE HEARING IMPAIRED:
ATTENTION TO THE LEAST RESTRICTIVE ENVIRONMENT

Moderator:	Mr. S. S. Stephens
Speakers:	Dr. Barbara Beggs Mr. Douglas Burke
Panel of Reactors:	Dr. Michael Moore Ms. Jane Shuford

PROGRAMMING TOWARDS THE LEAST RESTRICTIVE ALTERNATIVE

Douglas J. N. Burke

As special education for handicapped children continues to be implemented in public schools, more and more questions are surfacing with respect to the implementation of these programs. Depending upon the needs of children, special education programming consists of programs that range from entirely self-contained to mainstream types of programs which provide support services for handicapped children. However, the misplacement of handicapped children in educational settings have resulted in problems that have lead to the involvement of the courts.

The programming in special education, it is suggested, can be viewed from at least two extremes. On the one hand, instead of orienting special education planning, programming, budgeting, and evaluating practices towards the larger educational setting, some public schools may have pushed too intently, and perhaps too far, in the direction of formulating separate educational environments for handicapped children. Under such circumstances, programs have contributed to the social disintegration or separation of handicapped children from nonhandicapped in the public schools. The courts have reacted to this by ruling in a series of cases by insisting that "whenever a governing organization legitimately seeks to restrict a person's fundamental liberty, it must use the least restrictive alternative means that among all alternatives for placement within a general education system, handicapped children should be placed where they obtain the best education at the least distance away from the mainstream society" (Malloy, 1974). However, while the courts have ruled against overly restrictive types of educational placement of handicapped children, there are also children who suffer from under-restrictive types of educational placement.

While it is true that the courts have judged in favor of the least restrictive environment for handicapped children, it should also be emphasized that the courts have not gone further and advocated absolutely unrestrictive or under-restrictive educational placement. It is truly unfortunate that the advocates of mainstreaming are not sufficiently stressing the dangers that are inherent in the under-restrictive placement of handicapped children. Instead too many persons who are stressing the dangers of over-restrictive types

---

Mr. Burke is the Educational Program Director, Office of Education for the Deaf, West Texas-Panhandle Region, El Paso, Texas.

of placement while advocating mainstreaming concepts as if the latter were a completely unrestrictive type of placement activity. It is the latter problem that has evoked increasing and widespread professional and parental alarm. (Brill, Vernon, Hobbs, Henderson, Curtis).

There is also a strong indication that the least restrictive alternative is a program rather than simply an act of educational placement. An alternative cannot be regarded as least restrictive simply because a placement decision was made or because a service is to be rendered. Instead, the least restrictive alternative is the educational program that is designed and situated as close to mainstream society as is realistically possible. Such a program is neither overly restrictive nor under-restrictive in nature, but is designed to be sensitive enough to meet the needs of each individual handicapped child being served.

Many of the supporters of mainstreaming and nearly all of the critics of under-restrictive and insensitive mainstreaming lean very heavily towards the designing and development of appropriate need-meeting educational programs. However, there are at least two major factors which must be taken into account when placing children in the least restrictive educational alternative: (a) the needs of the handicapped child and (b) the design of the comprehensive education program where the child is to be enrolled. The needs of handicapped children are too diverse to be discussed in this article. However, due to the limited understanding that some people have of public school programs, it might be helpful to review briefly the comprehensive nature of public school programming.

Comprehensive Public School Program

The comprehensive educational program which is generally made available to nonhandicapped students is not limited to classroom experiences. Their overall educational process also includes "on campus" psycho-social experiences, athletics and recreation experiences, fine and performing arts experiences, extracurricular experiences, vocational-career experiences, community volunteer experiences, and the newer opportunities for civic service experiences. Education programs also vary in size, in programmatic development, and are usually designed to serve the entire school population in a given school district. Buildings and grounds are involved. Administrative, teaching and support personnel are employed to make the education program a functional reality. However, the existence of a public school program for children in general does not mean that the needs of handicapped students are automatically reflected in the program designs.

One could, for example, focus on the deaf child in a comprehensive public school program. When deaf children have an educational process that is limited to classroom experiences, their overall educational experience is considerably, if not severely, limited. Such restrictiveness so deprives the deaf child, that some of the more segregated environments such as residential schools for the deaf, by comparison, usually offer many more advantages. It would be very difficult for the public schools to provide an educational environment that is less restrictive than a residential school environment unless and until they provide programs that are appropriately designed and staffed to meet the needs of their deaf enrollees in all areas of public school life. In order to design public school education programs which truly provide the least restrictive alternative for deaf children, the state of Texas has begun to implement the regional day school program for the deaf. There is evidence that the Texas Regional Day School Programs for the Deaf are emerging into a realistic program model which can be utilized not only for providing deaf children with the least restrictive alternative type of educational placement, but also a model for the entire field of special education.

A MODEL PROGRAMMING CONCEPT

In 1973, the Texas 63rd Legislature moved forward to bring about a greater statewide commitment to public school education for deaf children. This was achieved through Senate Bill 803, an act which provides for the "apportionment of the state into areas furnishing Regional Day School Programs for the Deaf." The legislative intent relative to this law is

> ". . .to continue the process of providing (making) better education available to deaf children on a statewide basis in Texas, to afford all deaf children an opportunity for achievement more equal to their peers with normal hearing."

The State Office of Education for the Deaf is currently implementing the law in cooperation with more than one hundred independent school districts across the state of Texas.

Program Factors

It is significant for us to know that the overriding emphasis of the 803 law is on designing, maintaining and implementing better educational programs for deaf children. The word PROGRAM in reference to Regional Day School Programs for the Deaf is reiterated no less than thirty-three (33) times in the Regional Day School Program Act. The law did not place strong emphasis upon units (classes), the placement of children into private facilities, the scattering of hearing impaired children in public school programs with a

special itinerant help, or indirect services to school programs where deaf children are attending classes. The law places very little stress on these kinds of services, although they are being provided to varying degrees in regions throughout Texas. The stress is, however, on sound, constructive need-meeting, public school PROGRAMS for deaf children as close to the deaf child's place of residence as possible.

Programs created in order to "afford all deaf children an opportunity for achievement more equal to their peers with normal hearing" must be sufficiently effective so that children with severe hearing impairments can take full and complete advantage, as needed, of any public school opportunities. The law does not say that programs for deaf children should be created in the public schools as if they were segregated programs, housed in separate facilities, and apart from children with normal hearing. Although there may be need for separate programs and services, particularly in areas where the needs of deaf children are best met through self-contained programs, classes, and services (which hearing children do not need), the main thrust is to make certain that every deaf child can absorb the same benefits from the public school program for himself that hearing children are able to assimilate.

The Regional Day School Program concept allows for programming that is unique in that it is not simply a program for the deaf in public schools. The concept is formulated to augment and transform the local public school programs, staff, and students in such a way so that deaf students can participate, as needed, in every aspect of public school life as fully and freely as do the hearing students. Such a program is drastically different from the concept of a standard, segregated residential school for the deaf. It is also different from the co-existent program concepts where units (classes) for the deaf are set up for deaf children of insensitive mainstreaming that so frequently occur. Indeed, and this is rather a significant fact, the Regional Day School concept, in design, is to be a puplic school program designed for the deaf student as well as for the hearing student.

One cannot stress too strongly the significant role that the local public school program performs in the Texas concept. Whereas the regional program, through state funding, provides personnel and program support, it is the local independent school district that provides the comprehensive public school program and all of its fringe benefits for the deaf as well as the hearing student. If the public school program is poorly administered, inadequately programmed, really stifled, and is limited in resourcefulness, it takes very little imagination to perceive how ineffective the regional program would be in that school district. Furthermore, it takes even less imagination to see what a regional day school program would be like

without an independent school district program. The operational and functional success of the Regional Day School Program for the Deaf can be expected to correlate highly with the level of excellence achieved by the public school program itself in these areas. Hence, it goes without saying that the Regional Day School Program for the Deaf is enjoying its current measure of success because the hosting public schools are also developing and maintaining high quality public school programs for hearing children. In order to provide such a service, the regional day school program must be designed to, in effect, radiate throughout the entire public school program and vice versa. Regional programs must be able to assist the public school personnel to formulate, evaluate, and monitor every program that is needed by the deaf child from the self-contained type to the mainstream type of program. This will help to assure that the public school programs are designed and staffed to meet the needs of deaf students as well as they are meeting the needs of hearing children.

From the description above, one can perceive that Texas Senate Bill 803 expects the regional day school program process to be closely intertwined with and to be implemented within the public school programming process. Neither program operates nor functions well without the other for deaf children. In addition, the regional program is expected to perform at a high level of preparedness to help the public schools to meet every deaf student's educational needs on all program, service, and personnel levels, on all educational levels, in all program areas, and in all need areas that pertain to hearing peers and regular program personnel that are associated with the deaf student.

As a model concept this paper is referring to the ideal, but in reality much progress has been made in the direction of developing need-meeting public school PROGRAMS for deaf children in Texas. Strong evidence of this progress can be seen in several programs. An entire group of fifty-eight (58) elementary-level deaf children recently staged a superior song and dance show for their hearing peers. Increasing numbers of deaf students are participating successfully in not only academic areas, but also in gymnastics, wrestling, basketball, football, work-study projects, recreational and social activities with program support from the Regional Day School Program for the Deaf. The nature and extent of the progress being made toward this ideal would be material for an entirely separate article. However, relative to educating deaf children within the public schools, there is growing evidence that programming towards the least restrictive alternative, be it a self-contained or mainstream situation, can succeed if it is professionally executed.

Brill, R. G. "Mainstreaming: Format or Quality?" American Annals of the Deaf. 1975, Vol. 120, No. 4, pp. 377-381.

Curtis, G. Letter to Editor--Audiology and Hearing Education. (A letter written to the editor) April, 1976.

Henderson, R. "Mainstreaming: A Fashionable Idea," The Kentucky Standard. 1975, Vol 102, No. 5, pp. 1-4.

Hobbs, N. "The Futures of Children," Categories, Labels and Their Consequences. Jossey-Bass, San Francisco, 1975.

Malloy, L. "The Changing Mandate for Special Education," Article represents a condensation from One Out of Ten: School Planning for the Handicapped, Educational Facilities Laboratories, Inc. 1974, pp. 3-8.

Vernon, M. and Prickett, H., Jr. "Mainstreaming: Issues and a Model Plan," Audiology and Hearing Education. February/March, 1976, pp. 5-11.

PANEL AND AUDIENCE REACTION
MANAGED INTEGRATION FOR THE HEARING IMPAIRED

A short, lively discussion and exchange followed the presentations. Reactions and comments centered around the need for communication and partnership to effect nonrestrictive educational placement among the various educational alternatives offered.

Reactors stressed that parents should be aware of educational alternatives for their child, and equally important, they must also be aware of the requirements for each alternative. The task of helping parents to be informed decision-makers is a responsibility of educators.

In addition, reactors agreed that parents must also accept the responsibility for educational placement jointly with educators. Parents were encouraged to become familiar with what children are expected to learn in their classrooms. A call was made for parents to be supportive of their child's program and to take the perspective that their child may be disabled, but certainly not handicapped.

Attention was focused on work-study programs as a means of alternate programming to prepare a student for the post-school years through exposure to life and work while still a student. It was pointed out that many students have learned to beat the system by smiling and nodding their heads as though fully aware of their educational environment and the comments or questions directed to him--a bluff which has disasterous results in the work-a-day-world. The student who brings this bluff to his job will soon be without a job. Work-study programs can instill work habits vital for success and should be considered as an alternative program.

Audience reaction cautioned that children do become labled and that even though they may be integrated, some classes are closed to them because of their label, preventing them from receiving courses needed to further their development.

One person suggested that while some educators encourage parent involvement on one hand, there are others who squelch parent enthusiasm on the other hand. A suggestion was made that educators look upon parents as partners in the educational process.

Concern was expressed that academic achievement not be the only criterion for educational success. The deaf student who achieves grade level is still not "normal" and still requires educational support. His continued support should be an educational alternative.

Communication between school and home should be encouraged and established and then, and only then, can parents and educators be partners in the education of their child, not only program selection, but in all facets of a student's education.

Dr. Beggs and Mr. Burke were lauded for encouraging the development of a child's positive self-image; hopes were expressed that indeed programs instill self-confidence regardless of the type of program.

REASON AND RHYME TO MEETING LOCAL NEEDS: PLANNING, BUDGETING AND EVALUATION IN THE REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

Speakers: Mr. Dean Cunningham
Dr. Jacob Pino

REASON AND RHYME TO MEETING LOCAL NEEDS

Dean Cunningham
Jacob Pino

The dictionary defines Reason as sound judgment and, in part, Rhyme as "agreement." The title given to us for this part of the program is appropriate and very descriptive of what is required for good planning, budgeting, and evaluation. Initially, we will attempt to illustrate how the Regional Day School Program for the Deaf has tried to provide the reason or "good judgment" in a planning, budgeting, and evaluation model for local programs. Then, we will provide the rhyme or "agreement"--how local cooperation is making the Regional Day School Program for the Deaf and its local programs efficient, cost effective, and accountable for your tax dollars and the educational future of deaf children in the state of Texas.

Providing Reason (Process)

Good educational planning increases the probability of hitting the target at the local level. The Regional Day School Program for the Deaf is a "needs" based program. The local targets are the individual needs of each deaf child. The collective needs of deaf pupils are the target of the entire Regional Day School Program for the Deaf effort. What makes the action even more exciting is the fact that the targets are always changing. They are moving targets!

The ancient Hebrews had a vivid word picture that described failure to hit the target. It is a verb "ha-ta-ah" which means "missing the mark." The image is that of an archer. A target is selected. An arrow is set in flight, but it does not reach its intended goal. It deviates, goes over or under or to the side. If you asked an ancient Hebrew what "ha-ta-ah" means, he would answer--it is failure to hit the target, failure to fulfill one's intentions. This is fundamentally what our planning is all about: not missing the target; increasing our chances of hitting the target; of meeting the educational needs of deaf children through regional programs operated by local school districts.

This past year, a committee was formed from our staff to formulate a set of educational standards which all local programs should

---

Mr. Cunningham is the Assistant Director of the Office of Education for the Deaf, Texas Education Agency, Austin, Texas. Dr. Pino is the Educational Program Director, Office of Education for the Deaf, South Texas Region, San Antonio, Texas.

meet or begin to meet as rapidly as possible. They incorporated the legal mandate (S.B. 803), State Board of Education and Texas Education Agency policies, nationally recommended standards and evaluation reports into a Regional Program Evaluation Guide (RPEG). The RPEG contains 150 separate basic standards which local programs should meet.

Regions may have unique regional standards that may be added. The RPEG becomes the basic program evaluation instrument of local programs.

The product of local program needs assessments and evaluation is an application based on identified needs and a list of local program priorities or critical areas needing improvement. Some of these require financial support and are reflected in the application budgets.

The regional offices receive local program priorities, synthesize these and develop regional priorities. The state office through an ad hoc committee then formulate these into statewide priorities.

Statewide priorities may generate new standards but, best of all, they become the basis for supporting the Texas Education Agency's request for appropriations for adequate financial support of regional day schools for deaf boys and girls.

State tax dollars are targeted to specific individual needs of deaf children:

Planning
Budgeting
Evaluation
Needs assessment
Priorities
Funding
Comprehensive educational services--a cycle of success--that's the reason for the model.

In the process of meeting pupil needs certain goals must be established. These goals are often very broad statements designed in such a way as to permit freedom in ways to achieve them. The model for goals in the Regional Day School Program for the Deaf in Texas comes from the State Board of Education. Early in the first year of operation (even before RDSPD local programs began operation), the Office of Education for the Deaf determined that goals cannot be met unless there is a systematic procedure for assessing needs at the local level. For this purpose, a committee was appointed to develop an instrument for local programs to utilize in order to identify their needs. The committee, composed of personnel from the Office of Education for the Deaf, worked from August 1975 to January 1976 and pro-

duced the Regional Program Evaluation Guide (RPEG). My part in this presentation is to demonstrate how the RPEG produces rhyme to the reason in delivery of quality services to deaf scholastics in Texas.

In the state planning diagram that is shown in Appendix A, the following statements are directed to the lower part identified as "local programs." The intent is to demonstrate how a program transforms goals and objectives and in turn the objectives into monetary requests. The allocation of funds based on specific ratios or formulas has not produced the most desireable results. Such procedures often do not direct attention to the areas of critical need. The RPEG procedure was designed so that each program can identify its needs and then proceed to prioritize the needs. It is from these prioritized needs that a Regional Day School for the Deaf design has evolved. Budgeting to attend to these needs begins only after the aforementioned steps have been accomplished.

Achieving Rhyme (Procedure)

GOALS: Every school district in Texas must follow the various State Board of Education goals for education of children in Texas. Activities within a school district must fit into the goals set by the State Board. The RPEG system is an effort to identify the meaning of the state goals and of S.B. 803, under which the Regional concept of services to deaf scholastics was established. Thus the RPEG is specific in nature and of necessity somewhat lengthy. For this presentation, an abridged version of the total instrument is presented. (Appendix B).

NEEDS ASSESSMENT: Using the instrument prepared by personnel from OED, each program in the state was requested to respond to the RPEG. The total instrument contains thirteen (13) categories and has about 150 statements which can be answered by "yes" or "no". Respondents were also encouraged to write in comments wherever possible. The program supervisors were given a training session on the use of the instrument. They were informed that it was not so much an evaluation of their local program, but rather a technique for identifying and planning to meet noted needs.

After marking the instrument, the respondents were asked to prioritize their "no" responses. For this purpose, Mr. Douglas Burke, Educational Program Director, West-Panhandle Region, developed a special tool for subjective prioritizing of responses. (Appendix C). Each regional school could then determine which of the various identified deficiencies needed to be modified immediately.

OBJECTIVES: Each regional program submitted their RPEG responses and priorities to the regional office. Composite and individual reports were prepared and these became the regional priorities. For the

local programs these reports became the bases for writing objectives. Programs had now identified needs and could perceive objectives and the techniques for meeting them. This process was completed by the end of February.

BUDGET: On the basis of the program objectives, it was now easier to attach costs to the needs. It was possible to study various alternatives for meeting program needs. In many cases costs were considerably reduced by studying the alternatives. In others, it was found that by making certain programmatic changes, cost was not necessarily a factor. In addition, this approach to program development builds in a system for evaluation. It is much easier for a program to see its growth and strengths when the objectives are directly related to the budgeting process.

The unique experience gained from the procedure explained above was that budgets do not need to be mechanical tasks based on formulas, but rather can be based on needs---the needs of deaf children. In the final analysis, this procedure is a more cost effective method of spending money to serve the pupils that have been entrusted to us.

Now, perhaps you are wondering if we have forgotten that the target of this conference is parents and professionals. How does this relate to you? Well, certainly, the center point of all our efforts is deaf children. But, they came from you, live with you, learn from you, and touch you on all sides of their lives from birth to adulthood. Services to you are services to them. Meeting your needs is meeting their needs.

We would like to conclude, in summary, with this verse which shows the contrast between planning and doing things by chance:

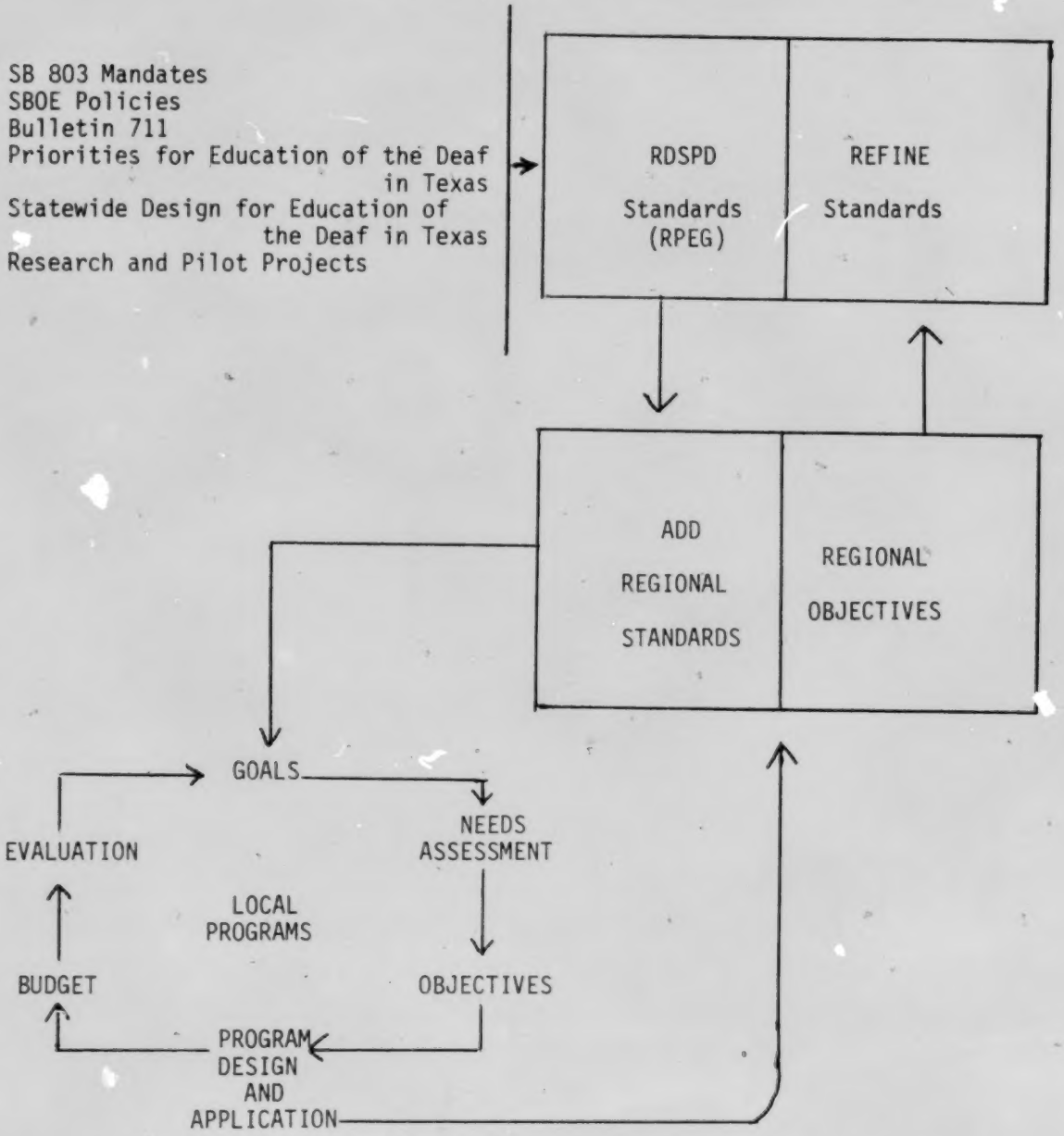
A thoughtful young man named Plan,
had everything quite well in hand.
He sought good advice; checked everything twice,
and succeeded to meet each demand!

A disorganized fellow named Chance,
had trouble just finding his pants.
He lived without plans; at Lady Luck's hands,
thus his end was perceived in advance!

APPENDIX A

Regional Day School Program for the Deaf

STATEWIDE PLANNING DESIGN



REGIONAL PROGRAM EVALUATION GUIDE (RPEG)
(ABRIDGED COPY)

The Regional Program Evaluation Guide (RPEG) has been developed to provide independent school districts assessment criteria based upon sound educational standards for the education of the deaf. Personnel can utilize this guide (a) to assess the current need status of the program, (b) to plan program changes to meet identified needs, and (c) to develop budget applications based upon prioritized needs. This guide is intended to interface very closely with the Planning, Budget and Evaluation (PBE) model developed and implemented by the Texas Education Agency.

Personnel who should logically utilize this guide include those who are associated with the program routinely. This includes the Instructional Supervisor, the Director of Special Education, the Director of the Regional Program or an Assistant Superintendent for Special Education.

The utilization of this guide is intended to be a positive experience. It is meant to provide an opportunity to evaluate a program as it currently exists so that more accurate planning can occur to provide a more quality program for the future.

Each item listed in the guide should be answered. If an item is left blank,an explanation should be made in the appropriate space.

It is hoped that the RPEG will be utilized to improve the instructional program for deaf children and that modifications will be made based upon basic learner goals.

REGIONAL PROGRAM EVALUATION GUIDE (RPEG)
(ABRIDGED COPY)

1.0 Intent: To continue a process of providing deaf children a better education based upon definite learner goals, and to afford all deaf children an opportunity for achievement more equal to their peers with normal hearing.

2.0 The Regional Day School Program for the Deaf (RDSPD) has an organized, planned admission process for students entering the program.

___Yes ___No 2.1 The program is clearly identified as a regional day school program.

___Yes ___No 2.2 The program has a written definition of deafness.

2.3 The program provides services for children ages 3-21.

___Yes ___No 2.3.1 The program provides information, guidance and assistance to parents of deaf children ages 0-3.

___Yes ___No 2.3.2 The program enrolls and provides educational services to early childhood students 3-4.

___Yes ___No 2.3.3 The program enrolls and provides educational services to elementary students ages 5-12.

___Yes ___No 2.3.4 The program enrolls and provides educational services to secondary students ages 13-21.

___Yes ___No 2.3.5 The program enrolls and provides educational services to multiply handicapped deaf children ages 3-21. (M/H children are those who have a severe handicap in addition to deafness. Deafness must be the greater handicap.)

3.0 The RDSPD has an established transportation system.

___Yes ___No 3.1 Appropriate transportation is provided to all deaf children enrolled.

___Yes ___No 3.2 No preschool or elementary student is required to be on a transportation vehicle more than 45 minutes in traveling either from his home to school or from school to his home.

___Yes ___No 3.3 No secondary student is required to be on a transportation vehicle more than one hour in traveling either from his home to school or from school to his home.

___Yes ___No 3.4 Transportation is available when field trips are provided for regional day school students.

___Yes ___No 3.5 Orientation to deafness is provided for transportation personnel.

4.0 The RDSPD is provided adequate educational facilities.

___Yes ___No 4.2 All classrooms are acoustically appropriate for deaf students (40-50 db) (carpet, acoustical tile).

___Yes ___No 4.3 All classrooms utilized for deaf children are well lighted and visually appropriate (florescent lights, students not facing windows, etc.).

5.0 The RDSPD has established personnel qualifications, personnel ratios, and serves an adequate number of students.

___Yes ___No 5.4 Personnel are employed in such ratios necessary to operate the program. Instructional personnel are employed in student-professional ratios known to be requisite for success in education of deaf children (preschool 5:1,

elementary 7:1, secondary 8:1, multi-handicapped 5:1).

___Yes ___No 5.5 The program size is such to permit homogeneous grouping of children in relation to academic achievement, mental ability, chronological age, and extent of disability.

6.0 The RDSPD has established written pupil services/ policies.

6.5 Pupil cumulative records are complete, updated at least every three years, and are conveniently accessible to teachers for educational planning purposes.

___Yes ___No 6.5.1 Psychological.

___Yes ___No 6.5.2 Audiological.

___Yes ___No 6.5.3 Otological.

___Yes ___No 6.5.4 Academic.

___Yes ___No 6.5.5 General Medical (physical status and medical history from physician).

___Yes ___No 6.5.6 Visual assessment.

___Yes ___No 6.5.7 Educational Plan.

___Yes ___No 6.5.8 Speech evaluation.

___Yes ___No 6.5.9 Language Assessment.

7.0 The RDSPD has established basic learner goals and utilizes a curriculum that encompasses the educational needs of the deaf student.

7.2 The curriculum utilized by the program includes the following content goals to meet the academic needs of individual students.

___Yes ___No 7.2.1 Language instruction, including writing and spelling.

___Yes ___No 7.2.2 Reading.

___Yes ___No 7.2.3 Mathematics.

___Yes ___No 7.2.4 Social Studies.

___Yes ___No 7.2.5 Science.

___Yes ___No 7.2.6 Physical Education.

___Yes ___No 7.2.7 Health and Hygiene.

___Yes ___No 7.2.8 Fine and performing arts.

8.0 The RDSPD follows the administrative guidelines and procedures of the independent school district whose application is approved by the Texas Education Agency.

___Yes ___No 8.3 The program has financial procedures for contracting diagnostic and evaluation services as required.

___Yes ___No 8.4 The program has financial procedures for contracting Instructional Services as necessary.

___Yes ___No 8.5 The program has a reliable system for the prompt acquisition and dissemination of information pertaining to salaries, leave, substitute teachers, tenure, benefits, retirement, and travel.

9.0 The RDSPD has established policies to provide parent and professional services.

9.4 The program has a system for providing a wide range of services for parents of deaf children as needed.

___Yes ___No 9.4.1 Parent information and referral services are offered.

___Yes ___No 9.4.2 Parents who are deaf are provided interpreter services for school functions.

___Yes ___No 9.4.3 Parents are provided opportunities to share with the staff their ideas concerning program planning and operation.

___Yes ___No 9.4.4 Counseling on the implications of deafness and its effects on the family is available.

___Yes ___No 9.4.5 Short courses are offered to parents when necessary (e.g., behavior management, child development).

___Yes ___No 9.4.6 Sign language classes are offered at no cost to the parents.

___Yes ___No 9.4.7 Counseling in the use, maintenance and care of hearing aids.

___Yes ___No 9.4.8 A functioning parent organization is available to parents.

10.0 The RDSPD has appropriate standards and a formal procedure for transferring students to more appropriate educational circumstances if evaluation data indicate the need for such transfers.

___Yes ___No 10.4 The program has procedures for transfering or assigning students to regular public school classrooms, with procedures reflecting consideration of the following:

10.4.1 The students' receptive and expressive skills in communication are sufficient to function successfully in the regular classroom.

10.4.2 The students' social and emotional maturity level approximates the average of the students in the regular classrooms.

10.4.3 The student can direct his attention to the assigned work and can follow directions for doing the work.

10.4.4 The student has the self-confidence to function successfully in the regular classroom.

11.0 The RDSPD provides opportunity for community leaders and organizations to provide input into the planning and operation of the program with appropriate provision for dissemination of the information.

12.0 The RDSPD utilizes other funding sources and local resources to support the program.

APPENDIX C

SUBJECTIVE PRIORITIZING CRITERIA

1. Name the educational area in which a program (or service) deficiency exists.

   Name: (Example) Pupil Assessment Services
   Describe: intellectual, achievement, aptitude, vocational, psychological and social assessment

2. Is this a deficiency which my staff feels is serious and requires special attention? Yes/ / No/ /

3. Does the present deficiency require programmatic additions? (Rather than simply changes or reallocation of resources?) Yes/ / No/ /

   Briefly Describe: diagnostician, materials, supplies, etc.

4. Will the envisioned program changes substantially alleviate or eradicate the deficiency? Yes/ / No/ /

5. Would I place the need for this change ahead of most, if not all, of the program changes needed for the next fiscal interim? Yes/ / No/ /

6. Considering my anticipated overall budget, do I envision this program change to be financially feasible? Yes/ / No/ /

STOP HERE! Until you have completed testing all of the "no items" from your Program Assessment Guide against the criteria listed above. Then:

A. Separate the needs into two groups: (a) those that meet all of the criteria, and (b) those that meet some of the criteria.

B. If several in group (b) are considered to be extremely serious needs in your program, then transfer them over to group (a), too.

---

7. Now, if you were to act upon all of the program needs identified and placed in group (a), and were to rank them in order of priority, what rank would you give to the deficiency item listed in No. 1 above?

(Circle One)

1	4	7	10	13
2	5	8	11	14
3	6	9	13	15

SLIDE PRESENTATION: "LISA AND HER SILENT WORLD"

Speaker: Mr. Bob Johnson

INTRODUCTION TO LISA AND HER SOUNDLESS WORLD

Bob Johnson

The Office of Education for the Deaf feels most fortunate to have been able to aid in the production of this slide show based on Lisa and Her Soundless World. We are very happy with it.

Lisa was written by Dr. Edna Levine, a psychologist at New York University. A brief and charming book for young children, it was published in 1974 by Human Sciences Press as part of their Children's Series on Psychologically Relevant Themes. The author and publisher have graciously allowed us to adapt this slide show from the book.

Since its publication, Lisa has received wide acclaim in the professional literature. It received a Children's Book of the Year Award from the Child Study Association of America, and the American Annals of the Deaf has cited its author as "perhaps the most gifted of writers in the field of deafness."

Dr. Levine tells us that she wrote Lisa to sensitize normal hearing children to deafness so that they might be accepting and understanding toward their hearing impaired acquaintances, classmates and friends. This purpose of creating understanding attitudes is important to education and to regional day schools for the deaf. We wish to stimulate all the positive interaction possible between deaf and normal hearing children, both in school and in the community generally. We believe this slide show will help us.

We believe that the information and message of Lisa are equally important for adults, for civic groups, general educators, and the public at large, so we will encourage all regional schools in Texas to use the show to improve community awareness.

It is true that this slide show does not describe the services or structure of the regional day school program for the deaf; however, it does suggest the real human substance of our work. We think this is really more important for most people to understand.

Lisa, the little girl in the story, is unique, but through understanding Lisa, we believe people will better appreciate the

---

Mr. Johnson is Chief Consultant, Office of Education for the Deaf, Texas Education Agency, Austin, Texas.

significance of the regional day schools, which are serving over 3,000 similarly unique, hearing impaired children in Texas.

We would like to thank Virginia Cutter, Bob Fisher, and the staff of the Texas Education Agency media center for sharing our deep interest in this project and for the fine work they have done.

Thank you. I hope you enjoy the show.

EARLY DETECTION, IDENTIFICATION AND SERVICES FOR THE HEARING IMPAIRED

Moderator:	Mr. John Gonzales
Speaker:	Dr. Caroline Mitchell
Panel of Reactors:	Ms. Susan Cox Ms. Kitty Ferguson Mr. Frank Powell

EARLY DETECTION, IDENTIFICATION, AND SERVICE

Caroline Mitchell

"Just wait, he will grow out of it." "He doesn't have any reason to talk because you talk for him." "He's probably retarded that's why he doesn't talk." "Wait until he's older. He can't be tested now." Familiar words? Probably yes, probably most or all of you have heard some or all of those things in the past about your own children or the children with whom you have worked. To me, they are very real reminders of the problems encountered in identifying young, hearing impaired children. What makes these statements problems? Early education of a hearing impaired child is of prime importance. Language acquisition begins quite early. Stimulation during 0-3 years is critical. Thus, the first step in making early education possible is immediate diagnosis of the loss. How can we identify these children?

Tests for detecting deafness at birth would be the optimal solution, but I would like to give you some figures so that you will understand the magnitude of the task.

According to the National Institute of Neurological Diseases and Stroke, approximately one in 1,000 persons between 3 and 21 years of age is profoundly deaf.

There are an estimated 3.5 million children in Texas who are between 0 and 21 years of age, so we can assume that there are at least (since the age span is different) 3,500 children in Texas who are profoundly deaf. Estimates for the number of hard of hearing and deaf children who need special education range as high as 22,000. There were about 2,284 children enrolled in Regional Deaf Education Programs in Texas in 1975-76 so there are potentially many more to be identified or enrolled.

There are approximately 230,000 births per year in Texas with an increase to 250,000 expected by 1980. Cost factors and equivocal results of neonatal hearing screening make screening of all infants unrealistic at this time. An alternative offered by a National Joint Committee of representatives from the American Academy of Pediatrics, the American Academy of Opthamology and Otolaryngology

---

Dr. Mitchell is the Director of Special Services at the Callier Center for Communication Disorders, Dallas Texas.

and the American Speech and Hearing Association is the use of a High-Risk Questionnaire to be filled out by the attending physician when the baby is born. The questionnaire is composed of 5 items and easily filled out. The questions are:

1. Does the family have a genetic history of congenital or childhood deafness?

2. Is there a history of rubella, rubella exposure or other non-bacterial intra-uterine fetal infection?

3. Are there malformations of the ear, nose or throat?

4. Is the birthweight less than 1500 grams?

5. Is there any evidence of indirect or free bilirubin concentration that is potentially toxic?

Bilirubin, in laymen's terms, is known as a jaundiced condition at or soon after birth.

If the answer to any of these questions is "yes," the baby should be referred for in-depth hearing evaluation at 4 months and between 11 and 14 months of age. Based on a Marion Downs' study, we could anticipate screening 15,000 infants and identifying 150 deaf infants each year.

To effectively implement the use of the high risk questionnaire, legislation to require all hospitals to complete it will probably be necessary. Of course, this procedure will miss many of those children who lose their hearing in infancy or early childhood from disease or trauma. For these and the congenitally deaf, we must continue programs of community, physician and parent awareness to the indicators of hearing impairment and to the urgent need for early identification and referral services.

There are many children to be identified and who are in need of services. With the implementation of Senate Bill 803, services and educational programs are becomming more and more available in Texas. However, we must facilitate getting the family to the services or the services to the family. (Please note that I am now referring to the family rather than just the child. This is a point that I shall return to later.) There needs to be a consistent, systematic procedure within Texas not only for identifying hearing impaired children, but for referring for assessment services for educational program placement.

Now I want to look at the kinds and the quality of services needed for these families, particularly assessment services. In my experience, I have found that assessment must be defined as an on going, cooperative process among the members of the assessment team, educational program personnel and the family. Parents are the logical and most important teachers for the child in his early years, but parents of hearing impaired children need assistance from trained personnel to effectively teach their children.

A primary goal of an early education or parent education program is to establish basic communication between the parent and the child. It should also focus on supporting the total functioning of the parent in relationship to himself, his child, his family, and others as well as presenting factual material concerning the child's hearing impairment, development (intellectual, linguistic, physical, social, etc.) management, and education.

It is the feeling of most professionals (and this feeling is supported by Texas Education Agency guidelines) that comprehensive information should be collected on hearing impaired children for whom special educational programming is contemplated.

The information must include:

1. Otological examination
2. Audiological evaluation
3. General medical information
4. Education assessment
5. Speech evaluation
6. Language evaluation
7. Intellectual assessment
8. Sociological variables

Present TEA guidelines require reevaluation every 3 years, but this is not frequent enough for young hearing impaired children.

This information is collected to be used in planning the educational program best suited to that child's particular needs as well as the needs of the family as a whole. There is no reason to collect the data; in fact, it is a waste of time and money, if the information is not used. Also, we must remember that children and programs, do not come in pieces---ears, speech, intellect, family.

Data collected in pieces cannot really represent a child. It must be integrated by the persons who collect it with the persons who are going to use it.

The team of professionals needed to assess these pieces are audiologists and doctors to evaluate ear problems and hearing; psychologists to assess intellectual development; speech pathologists for speech and language; a social worker or parent counselor to provide guidance, information and support for the family; a teacher to assess academic achievement and to interpret information for use in the classroom; and I add to that list, a physical therapist to evaluate motor development in that so many of the causes of deafness also cause balance and/or motor problems. Information in the Statewide Design indicates that 25% of all hearing impaired children may be multihandicapped.

There are two difficulties encountered in providing the team and this kind of service. One is that currently there are few, perhaps really only one, training program that prepares psychologists (or other professionals except teachers and audiologists)(specifically to work) with hearing impaired children. There are presently no standards or special requirements for psychologists who work with the deaf.

I quote Dr. Edna Levine as stated in "Psychological Evaluation of the Deaf Client." "Evaluating deaf clients places a whole new burden of special competencies upon an examiner's shoulders. Not only must one acquire the complex communicative skills needed for work with the deaf, he must also become a highly proficient tests expert. Of the many hundreds of traditional tests, he must be able to judge which offer least penalties to a given deaf client, how best to administer tests under varying communicative conditions, what adaptations and modifications need to be made in a particular case, how to realistically interpret what the test findings signify with a subject who is deaf.

"In effect, examiners of the deaf must do the best they can with the tests available to them. As a rule, the soundness of the test findings and interpretations rests more with an examiner's competencies than with test capability.

"Because of the many problems of validy arising when testing the deaf, results of any test should never be considered as meaningful unless they are viewed as part of the pattern of information about the individual."

Here is where assessment becomes a process and, hopefully, an integral part of the educational program (or process). Process is defined as a natural phenomena marked by gradual changes that

lead toward a particular result (in this case, hopefully growth).

The relationship of identification, assessment, and educational programs are interdependent. Identification overlaps with assessment because as we identify hearing loss we have begun to assess it. And, assessment should be an interacting process with the educational program. All pertinent information about a child and his family cannot be gained from what is traditionally known as an evaluation. Nor does the first educational plan always work, at least not for long, as young children change very quickly. We need to plan more and more for assessment and education to be an integrated ongoing process rather than discrete events. How can this be achieved? How can we get all of these evaluations in any coordinated way to the educational program (i.e., the teacher of the child)? This is the second difficulty in providing these services.

All or even most of the specialists needed to gather the information required by TEA are rarely found in one setting. One proposal is to develop a Regional Assessment Team. Ideally, it would include:

an audiologist

a speech pathologist

a psychologist

a teacher of the deaf

a social worker

a physical therapist

a physician

The physician would probably be the family physician, but his services should be coordinated with the total effort.

These teams could and should be developed from existing community resources in diagnostic centers, hearing and speech centers, or other appropriate local facilities. They should be coordinated with or by the Regional Offices to assure consistent, quality services for the hearing impaired children in that region.

In summary, in Texas we must work toward:

1. An early identification system

2. A systematic referral process statewide.

3. Support for early education, parent education, and support services.

4. Special qualifications for support personnel serving hearing impaired children. The National PRWAD has established a psychologist section. Of vital concern in this section is the fostering of interest in the preparation of psychologists to work with deaf people and the drafting of guidelines concerning such matters as standards, qualifications, accreditation, and ethics. The newly formed Texas Chapter of PRWAD plans to follow this example by establishing a psychology section also.

5. TEA guidelines which meet the needs of hearing impaired children including: 1.) reassessment requirements which recognize the particular and changing needs of young hearing impaired children, 2.) flexibility in tests used the reporting of scores, and 3.) recognition of the critical need for support personnel (or assessment team) to function within the educational program to facilitate those gradual changes resulting in the growth of a hearing impaired child into a contributing member of society at large.

Administrative Guide and Handbook for Special Education (Bulletin 711) (Rev.Ed.) Austin, Texas: Texas Education Agency, 1973.

A Statewide Design for Education of the Deaf in Texas Austin, Texas: Texas Education Agency, 1974.

Glorig, Aram, "Routine Neonate Hearing Screening - Summary and Evaluation," Hearing and Speech News, Jan., Feb., 1971.

Glorig, Aram and Curtis, Gary A., "Considerations in Implementing Program of Identification and Evaluation of Deaf Persons (birth to twenty-one) in Texas," from Early Identification of Hearing Loss, Ed. George T. Mencher; Halifax, Nova Scotia S. Korger, AG. Basel, 1974.

Levine, Edna S., "Psychological Evaluation of the Deaf Client" in Bolton, B. (ed) Measurement and Evaluation in Rehabilitation. Springfield, Illinois: Chas. C. Thomas, 1975 (In Press).

PANEL AND AUDIENCE REACTION: EARLY DETECTION, IDENTIFICATION, AND SERVICE

Reactions to the presentations centered around early identification and student assessment as being preliminary to the provision of services to deaf children.

One reactor expressed delight with his panel title "reactor" since it identified his role in the field of education of the deaf for over twenty years. He expressed, in all seriousness, that parents and educators should take a stance of action not reaction. He identified the student assessment system outlined by Dr. Mitchell as cooperative parent-teacher-administrator action in a process of benefit to the hearing impaired child. It is a parent's right and duty to be part of the ARD (Admissions, Review and Dismissal) process for continuing assessment and educational programming. The "R" in ARD was stressed as being a review process with parent participation for planned changed in the child's educational plan.

Four points brought out by Dr. Mitchell were reemphasized and elaborated upon:

1. Early identification is critical and parents need to be a vital part. They should make themselves aware of existing identification efforts and publicize the fact that parents can be a resource or contact person such as coordinating with Project Child Find.

2. Referral systems and assessment procedures need to be consistent, and regional programs have the staff to provide parents with a consistent system of referral.

3. Regional assessment teams are needed and even though some regional programs are providing comprehensive assessments, each program should utilize regional personnel to deliver the service.

4. Assessment and educational programming should be closely related. Regional personnel and parents can sit together and discuss a student's evaluation as it relates to his education.

Concern was expressed that professionals essential to any early identification of deafness cannot or do not often recognize a deaf child. Too often parents are told by the doctor or speech therapist, "Wait, give him time; he'll learn to talk." A successful identification program should make provision for educating professionals so that hearing losses may be detected. At times, the parent has the first

suspicion of a child's deafness and professionals should pay attention to the parental feelings and impressions.

Audience reaction questioned if the medical profession has identified sight as the first area of concern since silver nitrate is mandated for infants in the delivery room for sight conservation. A call was made for the AMA to take a similar stance in hearing conservation such as support for high risk questionnaire for deafness to be completed at time of delivery and then followed up by an appropriate agency.

High risk legislation was considered by the last legislature but it had not been brought to the floor for a vote. Efforts are presently being made for the coming legislature.

It was also brought out that several countries mandate early identification and high risk programs and this is certainly an area for parental involvement and action together with professionals.

Successful voluntary detection efforts such as that of the University of Colorado were discussed, indicating the feasibility of local effort. The Lubbock regional program has a neonatal testing program and the cost has been found to be minimal.

Audience consensus seemed to point to three needs:

1. The need to educate physicians
2. The need to educate the public
3. The need to coordinate early identification effort

STRENGTHENING HOME-SCHOOL BONDS

Moderator:	Ms. Viki Williams
Speakers:	Mr. Larry Marshall Ms. Ann Phillips
Panel of Reactors:	Ms. Sandra Burks Ms. Dorine Cunningham Ms. Carol Menchu

A Pilot Foster Residential Component

Larry Marshall

The subject of residential placement programs for deaf children, in order for them to benefit from a public school educational program, has been complex and challenging to say the least. Situations exist where both the residential and the education programs are designed to be self-contained and segregated from such systems for hearing children. There are professionals who have taken position for and against such programs and with similar conviction.

On the other extreme, there are situations whereby deaf children are placed in a program in their district of residence. These deaf children reside with their families and commute daily to programs where they attend classes with their hearing peers. Again, there are professionals who have taken positions for and against such programming with equal conviction. Between the two extremes are many programming variations and options available to deaf children and their parents.

Under the new law, Senate Bill 803 (1973), every feasible effort is being made to try to provide for deaf children the same benefits that hearing children receive from their comprehensive or total public school program. This effort is being expressed in the form of Regional Day School Programs for the Deaf, formulated in conjunction with existing public school programs and situated close to the child's family and home as is programmatically possible.

Some hearing impaired children require direct services daily and within or at the regional program base. Others can successfully function closer to the mainstream with continual reinforcement from the base program. Still other hearing impaired children need the regional programs only for occasional support. Although very flexible programs can be and are being developed under the new law, there are some limitations.

One such limitation pertains to providing services for deaf children who need the full benefit of the regional day school program but who live beyond the service scope of the program to the point where the distance cannot be remediated by transportation services.

Mr. Marshall is Coordinator of the Regional Education Program for the Deaf, Lubbock, Texas.

If it is not feasible to provide a program for the child in his district of residence, it becomes necessary to consider the options available for bringing the child's residence closer to the regional day school program. However, provisions are still to be made so that the child can live with his family every weekend until a comprehensive regional program can be established closer to his district of residence.

Residence Programming

One way of bringing the child's residence closer to the regional day school program is through providing foster home placements. Through such placements, the hearing impaired child can enjoy the comforts of home and family, spend less time traveling to and from the regional program, and is free to participate fully in all aspects of the comprehensive public school program. However, the foster family homes must be carefully screened, evaluated, selected and periodically reevaluated in order to make certain that such placements do not negatively affect the growth and development of the hearing impaired child.

The creation of a viable Foster Family Home program for children, in order that they might attend school programs appropriate to their educational needs, was realized by implementing a carefully planned process toward a clearly defined purpose.

The child admitted into the Foster Family Home program must, of course, be in need of an educational program which the child's district of residence is not in a position to provide. However, children, who live within daily commuting distance to these special education programs and whose homes are seriously detrimental to their well being, may be considered for admission into the Foster Family Home program with their parents' consent and with clearly documented justification for doing so.

Placement Process

The following steps comprise the process utilized in order to fulfill the purpose of providing a comprehensive Foster Family Home program for deaf children. The steps are presented in two columns: one column for the natural home, and a second column for the Foster Family Home. The two columns, wherever applicable, indicate the corresponding roles that each home is responsible for throughout the process. This process begins after the child's need for the Foster Family Home program has been indicated. The steps do not necessarily take place in the exact order as they appear on the following page.

Natural Home Role	Foster Family Home Role
0. Child and parents visit the school program	0. Foster Family Home parents visit school program
1. Identification of children who need Foster Family Home	1. Recruitment of families willing to provide Foster Family Home
2. Orientation of natural parents to Foster Family Home programs	2. Orientation of potential school home parents to Foster Family Home program
3. Assessment of child's home and family needs	3. Evaluation of homes based on assessed factors and evaluation criteria
4. School provides natural home regarding the Foster Family Home situation	4. Refer home to DPW for licensing
5. School counsels natural home regarding the Foster Family Home situation	5. School counsels Foster Family Home regarding the natural home situation
6. Tentative visitation to Foster Family Home is arranged. (Presence of school representative is mandatory)	6. Tentative preparation for natural home visit is arranged. (Presence of school representative is mandatory)
7. Parents should enter written contract with Regional Educational Program for child care monies	7. Parents should enter verbal or written contract with natural parents for payment for providing child care services
8. Secure transportation arrangements for child between natural home and Foster Family Home	8. Secure transportation arrangements for child between Foster Family Home and school program
9. Transfer of child into Foster Family Home	9. Placement of child in Foster Family Home

After the first year of implementation, general assessment was made to identify baseline items which could be utilized in evaluation as the residential program developed over the next two or three years. Altogether there were seven Foster Family Homes involved in the pilot program. The parents in one home were deaf, leaving six Foster Family Homes with hearing parents. One of the hearing parents

was a certified interpreter of the deaf.

As will be seen from the data presented below, the residential services provided for deaf children in Lubbock were not only unique in some respects, but were even superior to some of the services normally provided for foster care children who are deaf. The findings presented below are based upon a small sample of homes and children. This information will be helpful to administrators who are attempting to anticipate factors that they should be considering before establishing residential programs for deaf children.

Number of Foster Care Students

The fourteen students enrolled in the Regional Education Program for the Deaf in Lubbock were provided with Foster Family Home care during the 1975-76 school year. The total represented about 18% of the Lubbock program's deaf student population.

Foster Care Students by Sex, Age

The foster care population consisted of eight males and six females, with an age range of four to eighteen years. The males ranged from four to eighteen years of age. The females ranged from ten to eighteen years. Mean age of males was 10.3 years. Mean age of females was 13.6 years. Mean age for both males and females was 11.7 years.

Educational Placement Levels

Educational Placement levels of all fourteen foster home children were as follows: (a) Early Childhood - 3 children; (b) Primary - 2 children; (c) Intermediate - 3 children; (d) Junior High School - 3 children; and (e) High School - 3 children. As can be seen from the distribution above, all general academic levels are represented in this population.

Average Hearing Loss

The hearing loss of children placed in foster family homes ranged from a total or severe loss to 66 decibels in the left ear, and from a total or severe loss to 72 decibels in the right ear. Using the ISO standard, the average hearing loss was approximately as follows: Left ear-94.4 Right ear-95.5.

Disabilities in Addition to Deafness

Eight of the fourteen foster students were regarded as having only the disability of deafness. The remaining six children endured one additional handicapping condition of either mild mental retarda-

tion, mild cerebral palsy, and language learning disability.

General Level of Intellectual Abilities

Based upon tests, overall performance, and staff member observations the intellectual ability estimations of the fourteen Foster Family Home children were regarded as follows: (a) Below average ability: three children; (b) Average ability: eight children; and (c) Above average ability: three children. All of the children regarded as above average did not have a second disability, and all those performing at below average were also regarded as mentally retarded.

Overall Achievement

Ten of the foster home children exhibited from satisfactory to superior overall achievement and academic progress in school. (Two children ranged in school performance from satisfactory to poor progress, whereas the remaining two, who were also mentally retarded, were able to make extremely little academic progress.) Since three of the children who progressed satisfactorily and with improvement were enduring a second disability (mental retardation, language learning disorder, or mild cerebral palsy), it appears that this foster home life is not the reason for the slow learning progress of the latter two children.

Overall Social Adjustment

Eight of the fourteen foster home children enjoyed social life with their peers, both deaf and hearing. Two children experienced anxiety and depression relative to being separated from their natural parents during the weekdays. The problem was eventually resolved, and both of these children appear to be making satisfactory progress in social growth and development areas. Two multiply handicapped children, however, being both deaf and mentally retarded, experienced social problems that have not yet been resolved; however, the problems do not appear to have anything to do with being placed in a foster home since their behavior at these homes is regarded as very satisfactory.

Adaptation to School Environment, Social Life, Etc.

Twelve of the foster home children have adapted comfortably to their school environment and to peer life with the support of the regional day school program staff. Comments such as comfortable, very good adjustment to being excited with school were observed on the information sheets. Only two children, being both deaf and mentally retarded, exhibited behaviors that were frequently inconsistent with the behavioral patterns common to most school children.

Natural Home VS Foster Family Home: Social Involvement

The social involvement of children at their natural home with peers and in activities was examined to find out if the foster home was able to provide a comparable environment. Five of the foster children were regarded as enjoying from "none" to "poor" and "only with family" social relationships in their own family and neighborhood. All five of these children, however, were reported as being from "very involved," "constantly involved," and "involved with deaf and hearing peers" in the foster home. Eight of the remaining children experienced peer and adult relationships with their own family and friends as they do in the foster home setting. One child, because the Foster Family Home environment has less of an opportunity to play with peers; however, he has more of an opportunity for family involvement.

Study Habits of Foster Family Child

An evaluative estimate of the study habits of the foster children was made. It was concluded that ten had very good study habits. One Junior High School student was reported as being irregular in his study habits, and one as not having developed any study habits. Two children were too young to have developed a study habit pattern.

Etiology of Hearing Loss

A breakdown of the causes for hearing loss were as follows: (a) Unknown - 4; (b) Congenital (including rubella) - 3; (c) Meningitis - 2; (d) Streptomycin - 1; (e) Pneumonia - 1; (f) High fever and Convulsions - 1; (g) Infection - 1; (h) Otitus media - 1.

Distance from Regional Education Program for the Deaf

The foster home children lived at distances away from the program ranging from 35 to 80 miles. Two exceptions were former state school residents from East Texas who were enrolled in the regional day school program. These children had natural homes that were 535 and 500 miles away from the education program. Omitting the East Texas students, the mean mileage figure for twelve students was sixty-three (63) miles one way. All of the placements were made in foster family homes located in the city of Lubbock, Texas.

Natural Parents, Foster Parents, Age Factors

One of the considerations was to find foster parents of approximately the same age as the child's natural parents as possible to reduce the chances of extreme differences due to "generation gap" factors, if any, in the mores of parents.

The male age range for natural parents was 22 to 50 years, whereas the age range for foster parents was 20 to 47 years. The average age of the natural (male) parent was 41 years of age, while the average age of the foster (male) parent was 36 years, a five year difference.

The age range for natural (female) parents was 21 to 46 years, whereas the age range for foster (female) parents was from 19 to 45 years. The average age for natural (female) parents was 38 years, while the average age for foster (female) parents was also 38 years.

Although there was a mean age differential of about 8 years between the natural and foster (male) parents, and 7 years between the two female parent groups, this age differential did not seem to negatively affect the children in any way. If anything, the Foster Family Home parents seemed to complement or contribute positively to the family life experiences of the foster children. One example was in the area of communication.

Communication Factors

Communication in the home between hearing parents and deaf children is usually regarded as being less satisfactory. Relative to the natural home situation, only two of the parents were able to utilize total communication with their children. The remainder communicated only as needed, mostly using gestures. The Foster Family parents because of the unique nature of their responsibility were expected to communicate with their deaf foster children. As a result, six of the Foster Family parents were reported as possessing fair to excellent total communication skills. Two sets of foster parents could use basic signs only. The remaining two parents had not yet acquired sign language skills and were still using gestures when their foster child was discontinued in the residential program after three months.

Discipline

Since foster home and natural home parents discipline their children differently at times, care had to be taken to make certain that both parents could accept each others' approach to resolving child-discipline problems. During the foster family placement interviews, the subject was reviewed. During evaluations, both sets of parents were asked to describe the disciplinary measures taken towards their children. Various forms of discipline were used and recorded such as corporal punishment, denial of privileges, stern logical admonishment, logical discipline supported by love, permissiveness, logical guidance with structured supervision. From the baseline data collected thus far, and from further experiences with this aspect of foster family placements, foster family homes with disciplinary pat-

terns more comparable to natural home patterns can be found.

Parent Awareness

General subjective judgments relative to parent awareness of the child as a deaf person with deafness-related problems were made for both types of homes. In most cases, the natural parent seemed to display less awareness than did the Foster Family Home parents. Only two of the natural parents were subjectively judged as having as much awareness of their child's deafness-related problems as did the foster family parents. One set of foster family parents as rated were less aware than the natural parents. However, in all cases, the Foster Family parents were rated as good to excellent in awareness of this kind.

Peer Ratios

Peer ratios were reviewed to determine if the number of siblings in both home settings were comparable in some way. No special effort was made to find Foster Family Homes with a comparable number of children. Neither was any effort made to find children in Foster Family Homes whose children were comparable in sex and age to children found in the natural homes. However, the following ratios in terms of sheer numbers showed that on the whole, the two types of homes were fairly similar in terms of sheer numbers of siblings.

The mean number of children for Foster Family Homes was 3.6, and for natural homes was 3.5. The numerical range for siblings in natural homes was 0-11 children and 0-6 siblings for Foster Family Homes. One Foster Family Home has three siblings for one deaf child who had none in his own family. However, one deaf early childhood child with three siblings at home, had none in the foster family home. Both are making superior progress in school.

Cooperation Between Homes

Since natural and Foster Family Homes are expected to work together to provide support for the child relative to his foster family life and school participation, an ongoing general review of the cooperation spirit between the two homes was made throughout the year. Every one of the foster homes was regarded as cooperative. One foster home was regarded as "hesitant to share" with the natural home and school. Four of the natural homes showed very little to poor cooperation, and one was regarded as not entirely reliable. However, overall, the cooperation between both sets of parents has been satisfactory.

Economic Status

One of the residential placement goals was to find Foster Family

Homes with an economic status relatively comparable to the natural home of the child. Children from extremely poor natural homes would, of course, be placed in better homes since the foster family has to be economically sound in order to be licensed by the Welfare Department. All of the foster homes were considered to be middle or upper middle class homes, economically. However, for the natural homes, nine of the children came from homes that were judged to economically poor, three low middle status and one middle status. One home had an above average economic status, and the deaf child was placed on an upper middle class foster home.

Specialized Equipment, Activities

A review of the homes was made to determine if the family provided any equipment, other than hearing aids, to make home life more compatible with the needs of the deaf child. (Examples would be "light signal" systems, teletypewriters, special fire alarms, TV-radio sound amplifiers, etc.) It was found that none of the natural homes provided any special equipment for their deaf children. Three children received the benefit of TTYs in their foster family homes. Eight of the children also received the benefit of educational extras such as educational games, supportive learning activities, and speech and sign language instruction from their Foster Family Home parents.

General Conclusion

The data presented above, both numerically and through subjective judgment, clearly demonstrate that deaf children are receiving services from Foster Family Homes that are equal to or better than those provided in their natural home situations. It is not our intention to make comparative judgements as much as it is not our intention to rate the quality of interim foster homes for deaf children. However, the superior quality of the services provided in these foster homes can provide the Regional Education Program with insights and information which can be utilized when attempting to develop superior quality residential programs. Furthermore, relative to providing parent training and counseling services, the Regional Education Program staff can utilize the Foster Family Home experiences to help natural parents to become more helpful and understanding of their deaf child.

Recommendations

After completing its first year of operation, the entire program was evaluated for programmatic and cost effectiveness. Based upon the evaluative findings, and other relevant observations, the following recommendations were formulated.

I.

At least one additional staff person is needed to evaluate, admit, place, and follow-up on children in need of residential services. In addition, a person is responsible for the administration, coordination, operation, maintenance, business administration, evaluation, and submitting reports. Some addi-i tional roles are the location of Foster Family Homes, coordination of licensing and periodic evaluation activities, the coordination of Regional Education Program for the Deaf staff services, and the coordination of transportation activities. Additional secretarial assistance should be provided for larger residential component programs.

II.

A comprehensive data collection plan should be instituted so that baseline data can be collected at regular intervals.

III.

An orientation inservice training seminar should be held for all natural parents and foster family home parents, related personnel, and foster family children at least once annually to fully acquaint all participants with information regarding the residential program. Additional inservice seminars should be held, as needed, especially when Foster Family Parents have only minimal or no knowledge pertaining to the problems and needs of deaf children in the public schools and in foster home settings.

IV.

Wherever possible, foster children should be provided with the opportunity to participate in various extracurricular athletic, recreational, and social activities in the public school.

V.

It is strongly recommended that the Foster Family Home situation be equal to or better than the natural home situation before placing a child in the given foster family home.

VI.

Whenever a child experiences anxiety, depression, or overall discomfort due to the fact that he is placed in a Foster Family Home situation, every effort should be made to provide the child with psychological counseling services in order to help him

overcome the difficulties that he is experiencing. In cases where extreme anxiety and depression are experienced, a more effective means for placing children in foster home settings might be to gradually separate the child from his natural home environment.

VII.

In-depth guidance and counseling should be provided to foster family parents relative to the need for developing good study habits and completing homework assignments so that they may accordingly be of expert assistance to foster children placed in their homes.

VIII.

Occasional home site visits should be made to the foster family home parents, particularly when they are new homes, in order to provide an adequate support system for the child and the parents.

IX.

It is strongly recommended that each of the Foster Family Home parents develop a high level of expertise in utilizing all forms of communication with deaf children. It is recommended that these skills be developed prior to placing children with these parents. However, it is recognized that a newly formulated residential program may not be able to wait until the foster parents develop advanced communication skills.

X.

Periodic evaluation should be made of the activities in which the foster child is involved and which are to be facilitated by the Foster Family Home Parent.

XI.

It is recommended that each Foster Family Home be evaluated for safety features and special features often found in homes for deaf persons such as light warning systems (light door bells), teletype machines, and the like.

XII.

It is recommended that each program evaluate their environment so that the least restrictive alternative plan for home care can be adopted to fit its program.

XIII.

It is recommended that no program place a child into any foster home that is not licensed. The license is a protective shield for liabilities.

XIV.

It is recommended that each program desiring to develop a list of licensed homes for deaf children start with the deaf and hearing population. It is best to first license those homes which have the greatest rapport with the Regional Program staff.

XV.

It is recommended that the program director explain fully to the parents of the home the process that is to occur in licensing so that they understand more fully what to expect. This helps to develop a trusting relationship with the parents.

STRENGTHENING HOME-SCHOOL BONDS

Ann Phillips

To help you understand my comments and feelings, I believe it would be beneficial for me to give you a little information about my sons educational background. He first attended the Dallas Society for Crippled Children, then Pilot school for the Deaf, L. L. Hotchkiss Elementary, Shreveport Louisiana Elementary, Callier, Stonewall Jackson, Spence Junior High, and is presently a junior at W. W. Samuell High School.

In the early part of his education, parents were seen only as a necessary evil. We were not wanted at school and were not included in decision making about his education.

Interest in parent-teacher relationships and the realization of the vital part they play in child's school life have been a matter of gradual development. However, as the advertisement says "you've come a long way baby," on the subject of home-school bonds we have come a long way. While I was collecting my thoughts about the past 17 years of being involved in my son's education, I remembered the good teachers and administrators who came his way and have been thankful to them, but I also remember those I wish he had never known.

I am a firm believer in parents being included in all decisions made about the students' education. Parents and classroom teachers must have a good working relationship--feelings toward each other which lead them to think, talk, and plan together how to help a student with his/her growing and learning.

It helps teachers, I beleive, for parents to reveal their ambitions for their child, their expectations of him, their feelings about his school work, the things they enjoy about him, and the behavior that troubles them. Parents can paint a background picture that a teacher can obtain in no other way. With such background the teacher can round out his/her understanding of each child as an individual. No one but the parents can give the picture. Just as there is a home side to the child so there is a school side for the teacher to picture to the parents. Through the eyes of the teacher the parents catch a glimpse of what he/she sees as important in school, what the teacher is trying to accomp-

---

Mrs. Phillips is secretary of the Parent/Professional Section of the Texas Association of the Deaf and a parent of a 17 year old deaf son.

lish with the student, and what others on the staff are doing to help their child.

School procedures affect family life. Although entirely reasonable from the teacher's angle, school rules, regulations and demands often get into parental hair. School affairs in which children are eager for parents to attend take precedence over other plans the parents may have. A book must be purchased before the next day's school or money must be brought for some purpose. These may seem like simple requests to teachers, but in some homes the requests are upsetting. Teachers need to explain the reasons for school schedules, rules and requests.

Home conditions affect school life. Many things at home have direct bearing on a child's interest at school, his enthusiasms, and his feelings about himself, the teacher, and the other students. His/her lack of interest in math one day may have nothing to do with math but instead his puppy may be sick. His/her preoccupation is better understood when it is known he/she is upset about a family crisis. A student's learning is slowed down when his mind is on things that bother him. A working relationship that leads parents to report to the teacher concerning home conditions that affect the child's eagerness to work in school is invaluable.

Parental support makes teaching more effective. Parents, more than any others, can set a community attitude in support of good teaching. Outspoken support of what the school is trying to do and knowledge of the school's program can help lift it, but parental indifference and opposition can destroy it.

Feelings affect the home-school bonds. Teachers need to consider how they really feel about parents. Do the parents make you uneasy, uncertain or irritated; do you want parents for your friends? And parents, how do you really feel about teachers? Do you feel ill at ease, timid, belligerent, or are you confident and realize the teacher does have a place in your child's life?

But, the most potent powers are the children's feelings. We know that the healthy, happy child responds readily to guidance and instruction. We know that the disturbed child develops barriers or blocks that keep him from learning. The problem is to discover where the kinks are and how they can be removed. The answer can be a major outcome of friendly parent-teacher relationships.

Parents need to be kept informed. Group meetings are useful, but they are not the only way. A few parents dislike group meetings; others are unable to attend regularly. Individual conferences at school are especially valuable, but with the best of planning and intentions, they do not always come about. Parents apprec-

iate informal notes that tell of some bit of achievement or helpful act. Homework is a message for parents. When it is planned to fit into family living rather than to disrupt it, the home-school bonds are immeasurably strengthened. Teachers remember that in many homes children have evening chores and that families may want a few moments to be together. Lay it on during the week but ease up on the weekend so that family things can get done. At the same time, when teachers experience a probelm with a student, do not wait until it is a major crisis to notify the parents. Call when the problem first appears.

In these and other ways, teachers can let parents know what goes on and remember that when parents feel welcome, they may drop in to see for themselves.

Parents, if you have skills or interests that may be helpful to the teachers, let them know. Good relationships thrive on working together.

If you have questions, do not hesitate to ask them. The teacher will know you are truly interested and not meddling or casting doubts on his/her teaching. Do not let the old idea that the school knows best or that you are going to sound old-fashioned discourage you. Do not just sit at home thinking, "I wonder why the teacher does not do thus and so," and, "I wish the teacher would not always do this or that." Instead, make suggestions.

All through school, parents are concerned for their child. Yet many think that the parent-teacher relationships, given special attention in the early school years, can be tapered off in the later grades. Such a thought is unfounded. As the child grows up, matters of common interest do not decrease although they change in character and complexity. The student brings all of himself to school whether he is in the first grade or the twelfth, and he takes his school living home with him.

I trust I have given a few suggestions as to how the home-school bonds may be strengthened. Sorry, however, I do not have the answer to the question "how do you get parents to school?" As president of the Samuell High School PTA, I know the problem well. We have a principal who is deeply committed to parent-teacher cooperation, but it seems nothing we do outside of placing all 2,000 students on stage to perform will get the parents in school.

To the parents and teachers here today, let us work to bring into closer relation the home and the school, that we may cooperate intelligently in the education of children and youth. Parents and teachers have the same concern: the student and his well being.

PANEL AND AUDIENCE REACTION: STRENGTHENING HOME-SCHOOL BONDS

While reactors expressed support and encouragement for increased home-school relations, it was pointed out that "how" is the problem in establishing working relationships between school and home. There is no one way and home-school relationships are as unique and varied as the number of families and schools or programs involved. Other considerations are attitudes towards involvement and perhaps this meeting can consider how to involve parents. It is essential that parents be involved not only in early training, but also in continued program development during their child's school career both at school and after school. All too often, there is no relationship between what happens at school and what happens at home.

The development of positive self concepts in students and the development of positive parent groups can help children come through a program which is affective rather than expective. This can be seen in even a simple thing like a student's attitude towards wearing a hearing aid outside the classroom. Parents can offer great help in these areas.

Parents need encouragement and information and truly want to accept responsibilities. Programs should provide information to parents.

Mr. Marshall was questioned about children who are placed in foster homes away from their family unit. What will happen to these children later in life when they are deprived of intimate family experiences and communications? Where is the family support when there is a minimal family contact and communication? Does not the Foster Family Program solve one problem and by doing so either ignore or create other problems?

Mr. Marshall responded that in his enthusiasm for the development of the Foster Family Home Program he overlooked the ramifications brought forth by the reactor's questions. He stated that this was indeed an area in which the program could be very supportive of the child's home environment and will be taken into consideration in future programming. He expressed appreciation for bringing this to his attention.

Audience reaction expressed concurrence with the need for communication in the home. Parents have a need for communication in the home for, among other reasons, to continue the school's educational process in the home.

One audience member commented that the school should be aware of circumstances in the home when they "pile on the homework." As a case in point, she explained that the homework assigned to her child required 4--5 hours of work each evening, consequently, not providing time for either the child's relaxation nor opportunities for family interaction.

Another reaction centered around a need for parent workshops. Programs were encouraged to provide workshops in areas of parent interest and to provide them at times and places convenient for parents. A comment was made that all too often, when parent workshops are provided, they are done so at the convenience of teachers and administrators.

It was pointed out that when parents do come to school, often they are angry. Something is wrong. Parents just do not visit a program just for general information or to become acquainted with the program and staff. Efforts should be made to encourage parents to establish school relationships before there is a specific negative reason for doing so.

It was also discovered that when a teacher initiates a home relationship, she too has something on her mind and, generally, something is wrong at school. Efforts should also be made to encourage teachers to establish home relationships before there is a specific negative reason for doing so.

REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

EVALUATION QUESTIONNAIRE

PARENT REACTIONS TO REGIONAL DAY SCHOOL PROGRAM PLANNING

Bob Johnson

The Office of Education for the Deaf wished to use the opportunity of EDUCATION DAY to guage parent reactions to the basic directions and identified priorities of the Regional Day School Program for the Deaf. This was accomplished by using a questionnaire, reproduced in the appendices, to survey audience opinion. The priority areas listed in the questionnaire had earlier been identified during a systematic statewide needs assessment effort. That effort is briefly described in the "Formulation of Priorities" document which has also been included in the appendices.

Due to the small and probably skewed sample of completed questionnaires returned by parents at the conference, inferences about typical levels of understanding held by parents of regional day school students are not possible from the data. Generally speaking, however, the data suggest a close compatibility between perceptions of needs held by the active parents completing the questionnaire and the perceptions of educators involved in day-to-day management of regional day school programs.

All parents responding to the survey believe the regional day schools are providing at least average educational programs; most, in fact, expressed a high opinion of the program. Perhaps most importantly, all the parents agreed that their children's educational opportunities are being improved.

Parents cited several important benefits of the program. These included "better financial backing"; "parent opportunities to learn and help"; "centralized services"; "opportunity for a good education while maintaining normal family existence"; and "proper placement based on child's abilities." These benefits are, of course, frequently cited by professionals as well.

Parents agreed on the need to strengthen home-school bonds. They also saw a need to improve the levels of self-esteem and aspirations for the future prevalent among deaf students. One parent said that more individualized instruction is needed for older students.

Mr. Johnson is Chief Consultant for the Office of Education for the Deaf, Texas Education Agency, Austin, Texas.

Parent rankings of the identified regional day school program 1976-77 priorities correlated quite highly with informed professional opinion (Appendix B). Again, however, no inference can be drawn as to the typicality of this small sample of parent opinion. Nonetheless, most parents ranked each of the thirteen areas of concern a high priority. Indeed, parents seemed to be slightly more sensitive to the needs for residential services and improved transportation services than the professionals who completed the survey.

Most parents and professionals responding rated the EDUCATION DAY program quality high. Particular interest was expressed in the discussions of managed integration, home-school bonds, and early detedtion. Suggestions were made to allow more time for future meetings and to focus more attention on parent-teacher training.

In conclusion, considering the relatively short history and unique structure of the Regional Day School Program for the Deaf, the parents attending this conference seemed to demonstrate a surprisingly good grasp of the program's progress to date and of its critical needs for the future.

APPENDIX A

OFFICE OF EDUCATION FOR THE DEAF
REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

EDUCATION DAY QUESTIONNAIRE FOR PARENTS

1. Is your son or daughter enrolled in a regional day school?

___ Yes ___ No

Which region? ___ Central ___ North ___ South

___ Gulf Coast ___ West-Panhandle

2. What is his or her age? _____

3. What is your opinion of the educational program of the regional day school?

___ High ___ Average ___ Low

4. Do you believe the educational opportunities through the regional program are

___ improving? ___ staying about the same? ___ declining?

5. What do you regard as the chief benefit(s) of the Regional Day School Program for the Deaf?

Comments: _____

_____

_____

6. What do you regard as the most critical problem to be solved?

Comments: _____

_____

_____

7. Based on your experience, how do you rank the importance of improving the performance of the regional schools in the following areas of concern:

Area of Concern	Ranking of Its Priority			
	High	Average	Low	No Opinion
Auditory Training Emphasis	☐	☐	☐	☐
Classroom Equipment and Supplies	☐	☐	☐	☐
Classrooms and Buildings	☐	☐	☐	☐
Contents of Curriculum Studied	☐	☐	☐	☐
Early Detection	☐	☐	☐	☐
Evaluation and Placement Services	☐	☐	☐	☐
Infant Services	☐	☐	☐	☐
Parent Supportive Services	☐	☐	☐	☐
Professional Staff Training	☐	☐	☐	☐
Residential Services	☐	☐	☐	☐
Secondary Programs	☐	☐	☐	☐
Services for Multiply Handicapped	☐	☐	☐	☐
Transportation Services	☐	☐	☐	☐

8. In terms of your interests and concerns, how would you rate the overall quality of the EDUCATION DAY program?

____ High ____ Average ____ Low

9. Which of the day's topics or presentations did you find most interesting or informative?

Comments: _____

_____

_____

10. What additional topics or other changes in today's program, if any, would you recommend be considered for any future EDUCATION DAY programs?

Comments: _____

_____

_____

Please use the remaining space for any other comments you may wish to make. Thank you.

APPENDIX B

FORMULATION OF PRIORITIES:
1976-77 SCHOOL YEAR
OFFICE OF EDUCATION FOR THE DEAF
REGIONAL DAY SCHOOL PROGRAM
FOR THE DEAF

The Regional Day School Program for the Deaf began delivering markedly expanded educational services to deaf students throughout Texas during the 1975-76 school year. In this first service year, professionally understood and rather obvious priority needs of deaf students have tended to command attention from program administrators. New programs in secure educational environments have had to be created, appropriately staffed, and suitably equipped because of various demands. In many areas, deaf children have had to be identified, evaluated, and placed in the most available, suitable program. Supervisors and teachers of the deaf have had to be recruited for additional students and new and expanding programs.

Priority administrative concern has been focused in the first year upon building a solid foundation for the program as a whole upon which its component educational units may function effectively. Resources have had to be fitted together harmoniously. Mutually supportive relations with other professionals within and without the program have had to be forged, and coordinative relations with many key institutions and publics established.

Yet laying a solid foundation in new educational programs is no more an end in itself than it is in architecture. To appreciate such basic work, it is always necessary to look in the future. The function and test of a foundation is that it firmly and squarely situates so as to be built upon.

Even before the first service year (1975-76), the Office of Education for the Deaf began looking beyond immediate needs and working with TEA's Office of Planning and Evaluation to develop a planning, budgeting, and evaluation (PB&E) model. This model was to inform and orient regional program personnel toward emergent opportunities for continuing program improvement. It was realized that PB&E concepts applied to education could help administrators to more clearly discriminate between those intermediate program goals of a "process" nature, the achievement of which are referenced to the good workings of institutional arrangements and the conformance of programs to accepted standards of good professional practice, and more immediate goals of a "product" nature, which are tied directly to achieving specific educational outcomes for children.

In practical terms, substantial overlapping and interconnections exist between setting goals of a "process" and "product" nature. Fundamentally, the distinction is roughly an extension of that which discriminates between "teaching" and "learning."* Recognition of these differing emphases leads to the belief that as the regional program matures such maturity should be marked dynamically by a shift from "process" to "product" orientation in the program's priorities and indicators of success. Thus, whereas in early stages of development needed, but rather abstract accents are placed upon stabilizing program components within a coherent, coordinated, and comprehensive educational system, this structural work's justification ultimately rests upon its vitalizing progress toward the more direct and concrete purpose of the program, i.e., improving the education of deaf youngsters.

Apart from providing a conceptual framework within which progress might be gauged over time, PB&E thinking was operationalized in the 1975-76 school year by the development of a comprehensive needs assessment instrument. Called the Regional Program Evaluation Guide (RPEG), this assessment tool was used for a uniform and detailed investigation of individual program needs and priorities. The resulting data are now informing the planning and budgeting priorities of the fifty-two component programs in the Regional Day School Program for the Deaf. Regional and state analyses of the local data, moreover, give a useful picture of priority clusters and the distribution and intensity of particular problems and needs across the state.

As part of an annual PB&E management cycle of program improvement, regular and uniform needs assessments will yield valuable trend information for tracking statewide progress in future years. Present clusters of needs will abate as they are given priority attention; but other sets of opportunities and problems considered less compelling or opportune today will then loom larger, and they shall gain ascendancy in planning efforts.

** According to social scientist Peter F. Drucker, the distinction between teaching and learning was overlooked and ignored for thousands of years and has only begun receiving systematic attention in the past several decades, largely through the work of Maria Montessori, Jean Piaget, and American behaviorists. The distinction, in other words, may be subtle, but in Drucker's view it is far from trivial. (Management: Tasks, Responsibilities, Practices. New York: Harper and Row, Publishers, 1974. Pp. 217-239, et passim.)*

The coordinated approach to priority setting has yielded an additional administrative benefit in planning for the 1976-77 school year. The Office of Education for the Deaf now has the hard data needed to interface effectively the use of supplemental federal funds, available under Title I of P.L. 89-313, with the basic programing dollars supplied by the state. State dollars will be allocated to individual programs on the basis of local needs assessments; but feferal dollars may be targeted more toward those collective needs and priorities for which coordinate approaches promise greater success.

Specifying statewide priorities for the Regional Day School Program for the Deaf can be deceptive unless properly understood. Individual programs and regions of the state have developmental idiosyncrasies which tend to be blurred by cumulative state data. Consequently, local needs assessments and priorities remain the chief budgeting tool for individual programs. The state data, on the other hand, display those broad clusters of needs most demanding of attention across the state and permit strategic planning for coordinate use of federal funds in support of the entire program.

Priorities for 1976-77 and their major funding sources are:

PRIORITY AREA: CURRICULA

During 1976-77, important developmental work on a statewide curriculum project for deaf students will continue to be federally financed under Title I. The priority attached to this area accords with State Board of Education adopted Student Development Goals and includes widely recognized needs for vocational and career education components. As developmental work increasingly reaches fruition, it is anticipated that state funds may be brought more and more into play to support curriculum development, modification, dissemination, and implementation. In the coming year, some regions may also opt to supplement their regular program and the statewide project's service capacities with coordinated regionwide curriculum work, utilizing Title I funds that are available to them.

PRIORITY AREA: PARENT SUPPORT SERVICES

Provision of appropriate counseling and assistance to parents of deaf children ages 0 to 21 is a clear mandate of Senate Bill 803, Acts of the 63rd Legislature. Benefits from actively involving parents in their children's education are well known to educators of the deaf and should be an integral part of every program's efforts. Supplementary use of Title I funds may be considered to augment regular program efforts with staff development and training projects.

PRIORITY AREA: STAFF DEVELOPMENT

Widely expressed concern over staff development encompasses successful recruitment of certified teachers of the deaf and other professionals and paraprofessional staff; inservice training opportunities for existing staff; and the effective linking of recruitment and inservice training to other substantive priority areas (e.g., curricula, parent and infant services, etc.). Supplementary use of Title I funds may be considered in conjunction with regular program efforts in this area.

PRIORITY AREA: FACILITIES

Currently, a widespread need is reported to attend more suitably to basic environmental needs of pupils, including more adequate classrooms, facility improvement and safety. Under S. B. 803 this is clearly a state responsibility, but school districts should be particularly encouraged under the law to make optimal local facilities readily available to the program.

PRIORITY AREA: SERVICES FOR MULTIHANDICAPPED STUDENTS

The State Board of Education has set the target date of 1980 for providing appropriate educational services for all handicapped students in Texas. Basic educational services for deaf students with additional handicaps are clearly a state responsibility under the regional program. Title I consideration can be given to innovative projects addressing this priority area, however, because of the complexity and high costs frequently involved in properly serving multihandicapped students.

PRIORITY AREA: EARLY DETECTION

Hearing screening for school-aged children is a long-standing activity of local schools which is being actively encouraged by the Regional Day School Program for the Deaf. Mounting systematic efforts to identify hearing impaired infants and very young children, on the other hand, is a widespread priority among programs. Innovative and cooperative projects aimed at this priority may be given Title I consideration.

PRIORITY AREA: INFANT SERVICES

Counseling, orientation, and aid to parents of newly discovered deaf infants and young children (0-3) are clearly mandated in S. B. 803. Professionals concur that an increaded emphasis in this priority area will pay dividends in future educational achievement of deaf children. Supplementary use of Title I funds may be considered to augment regular program efforts.

PRIORITY AREA: TRANSPORTATION SERVICES

Providing suitable transportation services for children with the low incidence handicap of deafness is a frequently difficult but essential element of the regional approach to educational services. These services stand in relation to day school programs just as dormitories and living facilities stand to residential school programs. State allocations seek to adequately support transportation of children in the program; however, local programs are being urged to utilize fully their existing vehicles and to amortize equipment expenses on annual budget requests rather than asking outright reimbursements for capital equipment having several years' life.

PRIORITY AREA: AUDITORY TRAINING

Fostering skilled utilization of residual hearing is recognized as a key priority component to education programs for hearing impaired children. It requires adequate auditory equipment kept in good repair. This is a basic need of the regional program to be met under state budgeting arrangements.

PRIORITY AREA: EVALUATION PLACEMENT SERVICES

Ongoing student diagnosis, evaluation, and placement services are integral regional program activities, mandated by the state law and emphasized for improvement in needs assessments across the state.

PRIORITY AREA: SECONDARY PROGRAMS

In the short-term, a rising emphasis upon secondary programs is to be expected as the regional program matures, and this emphasis is reflected in the needs assessments. The logistics involved in developing good quality secondary day programs for deaf students are more complex than in developing programs for younger students because more varied course offerings, larger numbers of students, and more diversified personnel qualifications are required.

PRIORITY AREA: INSTRUCTIONAL EQUIPMENT AND SUPPLIES

Responding to this priority concern is obviously a responsibility of the regional program's regular state budgeting process. However, supplies or equipment related to computer assisted instruction or the statewide curriculum project may be supported by federal funding under Title I. Other innovative, special, or unusual equipment or supplemental supplies may also receive Title I funding consideration.

PRIORITY AREA: RESIDENTIAL SERVICES

Like the rise in concern for improved secondary educational arrangements, a growing concern for suitable five-day-a-week residential arrangements for students is somewhat predictable at this stage of program development. Senate Bill 803 mandates that these arrangements be provided whenever needed. However, the substantial resource commitments that may in some instances prove necessary will require careful justification which demonstrates increased in cost-effectiveness or the clear inability otherwise to provide appropriate educational opportunities.

Within budgetary constraints, then, these thirteen priority areas will guide the planning of the Regional Day School Program for the Deaf during its second school year. They shall also provide the benchmark against which progress may be assessed in preparing for the 1977-78 school year.

ROSTER OF PARTICIPANTS

ROSTER OF PARTICIPANTS

Adams, Margaret
San Antonio, Texas

Anderson, Carol
Arlington, Texas

Andrews, John S.
Fort Worth, Texas

Arline, Pamela
Houston, Texas

Baker, Jo
Houston, Texas

Bridges, Bobbie Beth
Irving, Texas

Brogan, Teddie L.
Hurst, Texas

Bruck, Esther
Waco, Texas

Burke, Douglas
El Paso, Texas

Butler, G. D.
Austin, Texas

Butler, Wanda
Austin, Texas

Carter, Susan Lucille
Austin, Texas

Cecil, Mr. and Mrs. Neil
San Antonio, Texas

Christofoletti, Imogene
Dallas, Texas

Clements, Fay
Galveston, Texas

Conner, Beverly
Fort Worth, Texas

Conner, Michael
Fort Worth, Texas

Contreras, Yolanda
El Paso, Texas

Cox, Susan
San Angelo, Texas

Cumbee, Gloria
Fort Worth, Texas

Cunningham, Dean
Austin, Texas

Cunningham, Dorine
Carrollton, Texas

Curtis, Gary A.
Austin, Texas

Davis, Billy J.
Waco, Texas

Day, Earl
Houston, Texas

Dherrow, Bob
Laredo, Texas

Dromgoole, Virginia
Austin, Texas

Ferguson, Jeannie
Arlington, Texas

Ferguson, Kitty
Waco, Texas

Fernandes, Joan K.
Hurst, Texas

Gahr, Regina E.
St. Louis, Missouri

Gandy, Kay
Texas

Garner, Diane
Dallas, Texas

Gentry, Eleanor
Arlington, Texas

Gilhart, Alice
Arlington, Texas

Gonzales, John I.
San Antonio, Texas

Haglund, Connie Sue
Galveston, Texas

Haglund, Mrs. Al
Galveston, Texas

Haromon, Mr. and Mrs. Ben
Lubbock, Texas

Harris, Lynn
Fort Worth, Texas

Heberle, Paula
Grand Prairie, Texas

Hensley, Mr. and Mrs. Jack
Austin, Tecas

Herrington, Fran
Austin, Texas

Higgs, Nancy
Dallas, Texas

Horner, Claudia M.
Waco, Texas

Hundley, Mr. and Mrs. A.
Fort Worth, Texas

Hurst, Earl Lynn
Texas

Jacobs, Joanne
Austin, Texas

Johnson, Mr. and Mrs. Dan
Dallas, Texas

Johnson, Robert S.
Austin, Texas

Jones, Kathy Jo
Bryan, Texas

Katz, Rose
Houston, Texas

Kelly, Shirley
San Antonio, Texas

Lara, Sylvia
Laredo, Texas

Lovelace, Terry Sue
Santo, Texas

Marshall, Larry
Lubbock, Texas

Masters, Ms. Karen
Fort Worth, Texas

Maulden, Miss Nancy
Temple, Texas

Menchu, Mr. and Mrs. A
Temple, Texas

Metcalfe, Robin Suzanne
Dallas, Texas

Mitchell, Callie
Dallas, Texas

Mize, Sheri Lynn
Vidor, Texas

Moore, Dr. Michael
Dallas, Texas

McBirney, Tita
Houston, Texas

McDonald, Etta M.D.
Galveston, Texas

McElwee, Glenn G.
Mansfield, Texas

McGhee, Louise
Houston, Texas

McKee, Melinda
Fort Worth, Texas

Nix, Pamela Irene
Waco, Texas

Orrill, Mr. and Mrs. Louis B.
Dallas, Texas

Phillips, Mrs. Ann
Dallas, Texas

Piercy, Mr. and Mrs. E.
Houston, Texas

Pino, Jacob
San Antonio, Texas

Poss, Marie
Austin, Texas

Powell, Frank W.
Houston, Texas

Reechenstein, Betty
Dallas, Texas

Ross, Lora
Arlington, Texas

Roy, Fred and Cindy
Austin, Texas

Rutherford, Mariann
Haltom City, Texas

Sallop, Marvin B.
Houston, Texas

Scott, Melissa
Dallas, Texas

Sheffield, Cynthia Ruth
Arlington, Texas

Sherrou, Susan
Laredo, Texas

Shippey, Janis
Dallas, Texas

Shuford, Jane A.
Tyler, Texas

Stanley, Mr. and Mrs. H. B.
Fort Worth, Texas

Stanley, Miss Robbie
Fort Worth, Texas

Stein, Arlene
Dallas, Texas

Stephens, Buddy
Amarillo, Texas

Utzman, Carolyn
Austin, Texas

Walton, Polly
Houston, Texas

Webster, Mrs. L. D. Jr.
Fort Worth, Texas

White, Ralph
Austin, Texas

Wilcoxson, Richard
Texas

Williams, Viki
El Paso, Texas

Wise, Gale
Houston, Texas

Youngblood, Leslie Kay
Houston, Texas